|  |  |  |
| --- | --- | --- |
| **Grade Band :** 11-12 (English 11) | **Unit Name:** War and Research Unit | **Time Frame:** 5-6 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How was Realism different than Romanticism? Why is War Literature founded in Realism? How can we discover more about different aspects of war through research? | | |
| **Overview Statement:** This unit focuses on the period of Realism, War literature, and a research unit over various topics connected with war. | | **Focus Standards:**  R.L. 11-12. 1, 5; R.I. 11-12. 1, 2; W.S. 11-12. 2, 4, 5, 6, 7, 8, 9; S.L. 11-12. 2, 4, 5; L. 11-12. 1, 2 |
| **Student Objectives** | Students will…   * understand the characteristics and history of the Realism Period. * be able to identify these characteristics in a story from this time period. * be able to identify a research question for further study. * be able to read a short story and answer questions for comprehension and inference. * be able to conduct research and write the corresponding research paper. * be able to work with others, collaborate to create a presentation, and present their information | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * “The Rise of Realism: Civil War to 1914” by Gary Q. Arpin (textbook) * Various short stories from textbook (Bierce, Crane, Twain) * Non-fiction Slavery pieces (Douglass, Jacobs – in textbook) * Connected readings – the Civil War (Robert E. Lee, Lincoln, etc – in textbook) | |
| **Activities and Assessments (\*Required for all)** | * Read and/or research the information required to understand the Realism Period (use textbook, create PowerPoint, worksheet, etc) * Read selected short stories, discussing the connection between each story and the Realistic Period (questions available in textbook). * Read selected poetry and short stories, discussing the connection between each story and the topic of war (questions available in textbook). * Review citation rules and credible sources for research (notes, examples, quiz). * Select a topic, create a research question, conduct research, and write a research paper. * Work in a group with others that have the same topic to create a PowerPoint presentation to present to the class * Assessments: Quiz over Realism characteristics, vocabulary, informal based on discussion, graded questions following stories/poetry, formal essay grade from Research paper. | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: satire, irony, imagery, point of view | |

|  |  |  |
| --- | --- | --- |
| **Grade Band :** 11-12 (English 11) | **Unit Name:** *The Great Gatsby* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How is the American Dream shown in *The Great Gatsby*? How does the disillusionment of the character affect their lives and others? | | |
| **Overview Statement:** In this unit, students will read *The Great Gatsby* and complete accompanying activities. | | **Focus Standards:**  R.L. 11-12. 1, 2, 3 |
| **Student Objectives** | Students will…   * understand the characteristics and history of the time period for this novel. * be able to read and comprehend the text of *The Great Gatsby* * be able to summarize important sections of the novel * be able to explain symbolism and the role it plays in this novel | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Background information for the 1920’s (web resources, notes) * *The Great Gatsby* by F. Scott Fitzgerald (class set) | |
| **Activities and Assessments (\*Required for all)** | * Read and/or research the information required to understand the time period of the novel (notes, create PowerPoint, worksheet, etc) \*\* * Read *The Great Gatsby* by F. Scott Fitzgerald \*\* * Complete activities that accompany the novel (study guides, discussions, etc) * Post-reading: Write a symbolism analysis * Assessments: Quiz over sets of chapters, vocabulary, informal based on discussion, graded questions following the novel, unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: flashback, symbolism, irony, theme, characterization | |

|  |  |  |
| --- | --- | --- |
| **Grade Band :** 11-12 (English 11) | **Unit Name:** *Of Mice and Men* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How is the American Dream shown in *Of Mice and Men*? How do the concepts of friendship and loneliness affect a person and their role in society? | | |
| **Overview Statement:** In this unit, students will read *Of Mice and Men* by John Steinbeck and complete accompanying activities. | | **Focus Standards:**  R.L. 11-12. 1, 2, 7, 9; R.L. 11-12. 2 |
| **Student Objectives** | Students will…   * understand the characteristics and history of the time period for this novel. * be able to read and comprehend the text of *Of Mice and Men* * be able to summarize important sections of the novel * be able to defend a position taken about an issue from the novel | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Background information for the Great Depression and John Steinbeck * *Of Mice and Men* by John Steinbeck (class set) | |
| **Activities and Assessments (\*Required for all)** | * Read and/or research the information required to understand the time period of the novel (notes, create PowerPoint, worksheet, etc) \*\* * Read *Of Mice and Men* by John Steinbeck \*\* * Complete activities that accompany the novel (study guides, discussions, etc) * Post-reading: Discussion questions, written responses * Assessments: Quiz over sets of chapters, vocabulary, informal based on discussion, graded questions following the novel, unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: flashback, symbolism, irony, theme, characterization | |